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INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR TEACHING SOCIAL STUDIES IN UPPER BASIC SCHOOLS IN EDO STATE

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ABSTRACT

This study investigated the integration of information and communication technology (ICT) for Social Studies teaching in Upper Basic Schools in Edo State Nigeria. Descriptive survey design was used for the study. Four Objectives and four research questions guided the study. The population for the study was Social Studies teachers in Upper Basic Schools in Edo State. A sample size of 300 Social Studies teachers was purposively selected for the study, representing 48.39% of the population. A 32-item questionnaire was used as instrument, which was validated by two experts' in the field of measurement and evaluation. Test retest method was used to determine the reliability of the instrument, 0.85 reliability coefficient index was obtained using Pearson Product Moment Correlation formula. Mean and standard deviation were used to analyse the research questions. The first finding was that ICT facilities are available for integration into teaching of Social Studies to a low extent. Secondary, ICT facilities are utilized for lesson delivery by Social Studies teachers on a low extent. Effort should be made by government to provide ICT facilities, monitor and organize workshops/seminars for Social Studies Teachers and address the challenges facing ICT facilities utilization in Edo State to facilitate its integration. These will go a long way to ensure effective teaching delivery of Social Studies in Upper Basic Schools in Edo State.

Key Words: integration, information and communication technology, Social Studies

INTRODUCTION

Integration is the process of combining two or more things so that they work successfully together. The integration of Information and Communication Technologies (ICT) facilities in Social Studies delivery process in Nigeria could constitute the bedrock of knowledge that would enable Nigeria achieved her five main national goals on education as stated in the constitution of Federal Republic of Nigeria (2013), such as building of: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy, and a land full of bright opportunities for all citizens.

It could also be oil in the wheel to achieve the objectives of Social Studies instruction. Since the past decade, ICTs have become the focus of the moment in the Socio-economic affairs of the world. Several literatures have been published on the status of ICTs integration in our educational process both in developed and developing countries of the world (Emmanuel, Chiaka and Edna, 2014; Mathevula and Uwizeyimana, 2014; Peter and Rexwhite, 2012; Apagu and Wakili, 2015; Bingim, 2009; Buabeng, 2012). Thus, making the integration of ICTs a sine qua non for effective delivery of Social Studies.

Based on this, the World Bank in 1995 cited by United Nations Educational Scientific and Cultural Organisation (UNESCO2002), stated that if African countries cannot take advantage of the information revolution and surf this great wave of technological change, they may be crushed by it. In that case, they are likely to be even more marginalized and economically stagnant than they are today. This warning by the World Bank is better given to our educational system in Nigeria. The revised National policy on Education (FRN, 2014) emphasized the need for ICTs at all level of Nigerian education. For instance, the document stated inter alia in section 11 sub-section 12 (a) that “All state, Teachers’ resort centres, Universities Institutions of education and other professional bodies shall belong to the network of Information and Communication Technology (ICT)”. The document noted further in section 11 sub-section 102 (d) that “Government shall provide facilities and necessary infrastructure for the promotion of information and communication Technology at all levels of education”.

Apagu and Wakili (2015) observed that ICTs facilities have become key tools and has a revolutionary impact on how we see the world and how we live. The author opined that ICTs have taken the centre stage in every aspect of our lives. ICTs Integration is vital in stimulating the sense to hearing, feeling and sight among the students. Students are stimulated by the use of ICT materials in schools. Hence, ICTs facilities will appeal to these senses of the students in classrooms, resulting in effective teaching.

Today, ICTs integration in schools is looked upon as a viable tool to achieve higher educational standard in any developed or developing country of the world. Vikoo (2013) opined that the need for generating and integrating new technologies is indispensable in any education system. Any successful transformation requires the integration of ICTs to support the teaching of Social Studies, since the subject is concerned with natural and social phenomena which cannot be easily expressed with the traditional teaching methods in the classrooms.

ICTs integration can assist teachers upgrade knowledge in relation to integration in schools. ICTs integration in the classrooms allow both the teachers and students have better assess to diverse sources of information. Access to ICTs help the students realize, update and optimize their learning potentials as well as improve their motivation to creativity. The integration of ICTs in schools is a useful tool in collaborative work. This could be achieved through integration and teamwork by students, which can lead to better understanding and improvement on what they are taught by their teachers.

ICTs allow students have access to quick sources of information on Social Studies. Many of these sources of information can easily be printed out and make available to a wider audience. Hence ICTs are tools for spreading teaching and learning information in any school. This support the school of taught that says, “If you are not informed, you will be deformed”. Thus, the integration of ICTs in the teaching and learning of Social Studies becomes imperative.

Some of the primary purposes of Social Studies are the development of the ability to make informed and reasoned decisions for good citizenry in any society. The Social Studies curriculum was designed to train and develop responsible, intelligent, self-directed and democratically minded citizens that can

apply knowledge of education in their lives to the benefit of individuals, community and the nation at large.

In recognition of the prominent role of Information and Communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world there is urgent need to integrate Information and Communication Technology (CT) into education in Nigeria (FRN, 2014, In Vikoo 2013). Unfortunately, there has been paucity of information on ICT integration in schools. Specifically, in Edo State there is inadequate information on ICT integration in Junior Secondary Schools.

The integration of ICTs in teaching of Social Studies is an issue that needs to be surveyed to determine its impact in Social Studies delivery in Edo State. This is in line with the Federal Government of Nigeria (FGN) programme on ICT which has as one of its aims the encouragement of ICTs capacity building in secondary schools throughout the country. This creates the need to survey the extent of its integration in teaching Upper Basic schools in Edo State.

PURPOSE OF THE STUDY

The aim of this study is to ascertain the extent of ICTs integration in the teaching of Social Studies in Upper Basic Schools in Edo State.

Specifically, the studies sought to: Ascertain the extent to which ICT facilities are available for teaching of Social Studies in Upper Basic Schools in Edo State, and find out the extent to which Social Studies teachers utilize available ICT facilities for teaching Social Studies.

RESEARCH QUESTIONS

The following research questions guided the study:

1. To what extent are ICT facilities available for Social Studies teaching in Upper Basic schools in Edo State?
2. To what extent do Social Studies teachers utilize the available ICT facilities for Social Studies delivery in the study area?

METHODOLOGY

The descriptive survey design was adopted in this study. According to Nwankwo (2013), a descriptive survey study is that in which the researcher collects data from a large sample drawn from a given population and describes certain features of the sample as they are at the time of study and which are of interest to the researcher, without manipulating any independent variable of the study.

The population of study comprised of six hundred and twenty (620) Social Studies teachers in the three hundred and ten (310) Upper Basic Schools in the eighteen (18) Local Government Areas in Edo State.

A sample of 300 Social Studies teachers in 150 Junior Secondary Schools in 9 local government areas were purposively selected for the study.

The instrument for data collection was a self-structured questionnaire by the researcher titled “Integration of Information and Communication Technology for teaching Social Studies (IICTSS) in Upper Basic Schools in Edo State.

It was structured into two sections, made up of A and B. The first section consisted of 17 items on the extent to which ICT facilities are available for teaching Social Studies. The second section consisted of 15 items on the extent to which Social Studies teachers utilize ICT facilities for lesson delivery. The items were measured using a 4-point rating scale of Very High Extent (VHE)=4points High Extent (HE)=3point, Low Extent (LE)=2points Very Low Extent (VLE)=1point.

The instrument was validated by the project supervisors and two experts in measurement and evaluation, in the University of Port Harcourt for face and content, to ensure quality result of the research.

Test retest method was used to establish the reliability of the instrument. Twenty (20) Social Studies teachers outside the sample size were used for the pilot study. The respondents were administered with the instrument and after two weeks, the same respondents were re-administered, to determine the reliability of the instrument using Person Product Moment Correlation (PPMC); the coefficient reliability index of 0.85 was obtained.

METHOD OF DATA COLLECTION

A total of three hundred (300) copies of questionnaire were distributed to Social Studies teachers in the nine (9) Local Government Areas of Edo State. This was achieved by the help of two research assistants. The researcher personally visited the schools and guided the respondents on the filling of the questionnaire. One hundred percent (100%) questionnaire by the respondents.

METHODS OF DATA ANALYSIS

Data were analyzed using Mean (\bar{X}) and Standard Deviation (SD). Determination of the degree of availability and utilization of information and Communication Technology in teaching Social Studies was done by adopting a criterion mean of 2.50.

RESULTS

Research Question 1: To what extent are the following ICT facilities available for teaching Social Studies in Upper Basic school?

Table 1 below shows that the extent of availability of Functional computers had a mean of 2.36 and a standard deviation of 0.82. Similarly, the extent of availability of internet facility had a mean of 2.26 and a standard deviation of 0.87. A mean of 2.30 and a standard deviation of 0.85 were obtained on the extent of availability of educational software. On the extent of availability of printers, a mean of 2.33 and a standard of 0.84 were obtained. Likewise, a mean of 2.27 and a standard deviation of 0.87 for scanners; a mean of 2.22 and a standard deviation of 0.89 for Digital cameras; a mean of 2.30 and a standard deviation of 0.85 for photocopiers; a mean of 2.22 and a standard deviation of 0.89 for audio tapes; a mean of 2.39 and a standard deviation of 0.81 for Interactive whiteboard; a mean of 2.23 and a standard deviation of 0.89 for multimedia projector; a mean of 2.29 and a standard deviation of 0.85 for regular power supply; a mean of 1.86 and a standard deviation of 1.07 for video technology; a mean of 1.90 and a standard deviation off 1.05 for software programmes; a mean 1.8 and a standard deviation

of 1.1 for digital recorder; as well as a mean of 1.78 and a standard deviation of 1.11 for CD-ROMS. Whereby mean of 1.84 and standard deviation 1.08 was obtain on the extent of availability of cable television. The extent of availability of mobile devices had a mean of 2.28 and standard deviation of 2.86. Finally, a grand mean of (mean of means) of 2.15 was obtained on the extent of ICT facilities availability for teaching Social Studies in Upper Basic Schools in Edo State. This is less than the criterion mean of 2.50.

Table 1: Mean and standard Deviation on the extent of ICT Facilities available for Social Studies teaching.

SN	ITEMS	VHE	HE	LE	VLE	ΣX	N	\bar{X}	SD
1	Functional computers	42	62	157	39	707	300	2.36	0.82
2	Internet facility	33	57	166	44	679	300	2.26	0.87
3	Educational Software	37	61	157	45	690	300	2.3	0.85
4	Printers	42	52	169	37	699	300	2.33	0.84
5	Scanners	36	50	173	41	681	300	2.27	0.87
6	Digital Cameras	35	44	173	48	666	300	2.22	0.89
7	Photocopiers	39	56	160	45	689	300	2.30	0.85
8	Audio Tapes	36	48	163	53	667	300	2.22	0.89
9	Interactive Whiteboard	52	55	150	43	716	300	2.39	0.81
10	Multimedia Projector	33	47	175	45	668	300	2.23	0.89
11	Regular power supply	54	36	154	56	688	300	2.29	0.85
12	Video technology	42	41	50	167	558	300	1.86	1.07
13	Software programs	37	54	52	157	571	300	1.9	1.05
14	Digital recorder	35	42	51	172	540	300	1.8	1.10
15	CD ROMs	33	43	50	174	535	300	1.78	1.11
16	Cable television	35	45	56	164	551	300	1.84	1.08
17	Mobile devices	40	53	158	49	684	300	2.28	0.86
	Grand Mean							2.15	

Research Question 2: To what extent do the Social Studies teachers utilize the following ICT facilities for teaching Social Studies?

Table 2: Mean and standard Deviation of the extent of utilization of available ICT facilities for teaching Social Studies

SN	ITEMS	VHE	HE	LE	VLE	ΣX	N	\bar{X}	SD
18	Operate computer without instructor	34	53	158	55	666	300	2.22	0.89
19	Store information in CD ROM	28	154	59	59	751	300	2.5	0.75
20	Use animation to deliver instruction	26	151	60	63	740	300	2.47	0.77
21	Use PowerPoint to deliver your lessons	31	149	63	57	754	300	2.51	0.74
22	Use CorelDraw to prepare your instructional materials	29	56	176	39	675	300	2.25	0.88
23	Access material from the internet	31	153	57	59	756	300	2.52	0.74
24	Use Microsoft to manage data	29	60	54	157	561	300	1.87	1.07
25	Use educational software to teach my pupils	28	157	55	60	753	300	2.51	0.75

26	Use word processor to prepare lesson note	27	62	160	51	665	300	2.22	0.89
27	Use digital cameras to capture images or events for class work	26	151	62	61	742	300	2.47	0.76
28	Use email on a regular basis to communicate my parents and students	34	55	152	59	664	300	2.21	0.89
29	Prepare presentation slides for the pupils use	32	160	53	55	769	300	2.56	0.72
30	Interactive whiteboard to present lessons	38	54	161	47	683	300	2.28	0.86
31	Use digital recorder to record my lessons for pupils learning	33	53	62	152	567	300	1.89	1.06
32	Use tablet devices for teaching	37	54	149	60	668	300	2.23	0.87
Grand Mean								2.31	

Table 2 shows the responses on the extent of utilization of ICT facilities for teaching by Social Studies teachers in the study area. The results indicated a mean of 2.22 and a standard deviation of 0.89 on ability to operate computer without instructor. A mean 2.50 and a standard deviation of 0.75 were recorded on extent of information storage in CD ROM. A mean of 2.47 and a standard deviation of 0.77 on extent of use of animation to deliver instruction. Moreover, a mean of 2.51 and a standard deviation of 0.75 was obtained in the response of use of power point to deliver lessons. A mean of 2.25 and standard deviation of 0.88 were obtained on the extent of coral draw usage to prepare instructional materials. A mean of 2.52 and a standard deviation of 0.74 were obtained on the extent of access to materials for the internet. A mean of 1.87 and a standard deviation of 1.07 were obtained on extent of use of Microsoft to manage data. A mean 2.51 and standard deviation of 0.75 were obtained on extent of use of educational software for teaching. A mean of 2.22 and a standard deviation of 0.89 were obtained on the extent of use of word processor to prepare lesson notes. A mean of 2.47 and a standard deviation of 0.76 were obtained on the extent of use digital cameras to capture images or events for class work. A mean of 2.21 and a standard deviation of 0.89 were obtained on the extent of use of e-mail on a regular basis to communicate parents and students. A mean of 2.56 and a standard deviation of 0.72 was obtained on the use of presentation slides for students' use. A mean of 2.28 and a standard deviation of 0.86 were obtained on the extent of use of interactive white board to present lesson. A mean of 1.89 and a standard deviation of 0.06 were obtained on the extent of digital recorder to record lessons for teaching. A mean of 2.23 and a standard deviation of 0.88 were obtained on the extent of usage of tablet devices for teaching. Finally, the grand mean of 2.31 was obtained on the extent of Social Studies teachers' utilization of ICT facilities for teaching. This is less than the criterion mean of 2.50.

DISCUSSION

The first finding in this study is that ICT facilities are not adequately available for Social Studies teachers to teach the subject. This means that Social Studies as a subject lacks adequate ICT facilities in Upper Basic Schools in Edo State. Therefore, there is no effective integration of ICT into the teaching of Social Studies. This finding is in agreement with some literatures on low level ICT integration in teaching of secondary school subject, including Social Studies as Emmanuel *et al* (2014), reported, in the Federal Unity schools in Nigeria. The authors observed that apart from computer studies, ICT is seldom used in the curriculum of the schools. Similarly, Apagu and Wakili (2015) reported that ICT

facilities were lacking in technical colleges in Yobe State of Nigeria. They observed low level integration of ICT facilities in the teaching of vocational and technical subjects.

The implication of this finding is that unavailability of ICT facilities could affect ICT integration in the study area. Social Studies teachers that have ICT facilities available in their schools are likely going to imbibe ICT integration faster than otherwise. They will develop a more positive attitude towards integration in teaching delivery.

The second finding is that Social Studies teachers' exposure to the utilization of ICT facilities for teaching the subject is inadequate in the study area. Similar observation was reported by Apagu and Wakili (2015). The authors reported inadequately on the level of teachers and students' exposure to the use of ICT facilities in secondary schools in Yobe State. The study revealed that majority of the Social Studies teachers do operate computer without instructor, do not use coral draw to prepare instructional materials, do not use Microsoft to manage data, do not use word processor to prepare lesson notes, do not use email to communicate parents and students, do not use digital recorder as well as tablet devices for teaching.

The implication of this finding is that Social Studies teachers that utilize ICT facilities in teaching are likely to improve and perfect their skills for ICT integration than otherwise. Since practice makes perfect, ICT integration will be better achieved in such schools for effective teaching delivery.

There is need to develop the process of integration of ICT into teaching of Social Studies with the teachers as a component of the target groups. This will improve on the ICT literacy level of the teachers. Banhana, (2012) opined that professional teacher development is key to successful integration of ICT in teaching and learning process. Computer literacy has become very important for Social Studies teachers and in the world generally and Nigeria in particular. Computer literacy enable Social Studies teachers acquire the basic skills and knowledge to be part of the instructors in any ICT equipped secondary school. Skill in ICT tend provide opportunities for Social Studies teachers to work with one another as well as independently to undertake and accomplish different teaching delivery. ICT competent Social Studies teachers can send information to learners with the help of electronic mail application and ICT networks. ICT literacy and skill building are based on the knowledge and use of computers by Social Studies teachers. They must be able to use a computer to perform various tasks for teaching and also must be able to identify various ICT technologies and their uses for teaching delivery.

CONCLUSION

Social Studies teachers in Edo state need to be prepared to face the challenges of the 21st century through for effective teaching delivery. Efforts must be made towards ICT integration by the government, to create a new information rich teaching environment.

This study has provided useful baseline information to the Edo State government for ICT integration to the educational sector, in line with the current National policy on Education (NPE, 2014).

ICT integration in Upper Basic schools for Social Studies teachers could be an important instrument that can change the traditional method to modern method of teaching that can improve on effectiveness and efficiency of Social Studies lesson delivery.

This findings from this study would have implication for Social Studies teachers in Upper Basic Secondary schools, by raising their awareness to ICT availability and utilization as various stakeholders' clamour for improved approach to the teaching of the subject. This can lead to improve quality of teaching through the adoption of ICT integration.

RECOMMENDATIONS

Based on the findings of the study the following recommendations were made by the researcher

1. The government of Edo state should set up a task force for ICT integration in Upper Basic schools in the state.
2. Effort should be made by government and other agencies in ensuring that adequate ICT facilities such as computer, internet, white board and other technology necessary for teaching, are integrated for effective lesson delivery of Social Studies, in Upper Basic schools in Edo State, for better learning outcome.
3. There should be regular monitoring of Social Studies teachers in Edo state to ensure utilization of ICT facilities in Social Studies delivery for better performance.

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